

**2005 SUMMER RESIDENTIAL GOVERNOR'S SCHOOLS  
ACADEMIC AND MENTORSHIP PROGRAMS  
GENERAL INFORMATION AND APPLICATION**

Dear Student,

Welcome to the 2005 Summer Residential Governor's Schools application process. Any student who considers him/herself eligible may complete this application. The application document has been changed. Please review the information carefully and speak with your guidance counselor or gifted education coordinator to ensure that you meet all division and state deadlines.

The application process is a joint effort involving the student, the local school, the school division or the private school region, and the Department of Education (VDOE). This document contains general program information about the academic Summer Residential Governor's School programs, parts of the application that you must complete, and directions for teachers and others who have to complete additional parts of the application. All parts of the application are available via Internet at the following address:

<http://www.doe.virginia.gov/VDOE/Instruction/Govschools/SRGS>

Teachers and guidance counselors may access the forms they need from this same site. Your application has information sheets that you should give to the two teachers/adults whom you are asking to provide recommendations and to the guidance department for other data. The actual forms that they submit are no longer contained in this document.

**Students:** If the information below is incomplete, please contact your guidance counselor or the local gifted education coordinator for the information. These dates may only be provided by the specific school division.

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**DEADLINES**

<b>October 2004</b>	Applications made available by the VDOE via Internet.
_____	Deadline for <i>students</i> to submit pages 15-20 to _____ at their local school.
_____	Deadline for <i>Teachers A and B</i> to submit rating scales and narratives to _____ at the student's local school.
_____	Deadline for <i>school principal or designee</i> to submit completed applications to the school division/regional selection committee.
<b>February 17, 2005</b>	Deadline for the <i>school division/regional selection committee</i> to mail applications and to send the nomination report form electronically to the VDOE.
<b>Mid-April 2005</b>	Status notification mailed to school division/private school gifted education coordinators and all nominees.

Applications are available online in Microsoft® Word and PDF formats at <http://www.doe.virginia.gov/VDOE/Instruction/Govschools/SRGS>. All applications must be printed and signed by the student and parent/guardian in order to be considered. **It IS IMPORTANT TO NOTE THAT INCOMPLETE APPLICATIONS MAY NOT BE CONSIDERED.**

*Good Luck!*

Virginia Governor's Schools  
Office of Secondary Instructional Services  
Division of Instruction  
VDOE

**Note:** The Summer Residential Governor's School for Visual and Performing Arts (VPA) as well as the Governor's Foreign Language Academies have separate applications and timelines. The 2005 VPA application is available from the Internet site provided above. The 2005 Governor's Foreign Language application is available at the following Internet site: <http://www.doe.virginia.gov/VDOE/Instruction/Language/GAindex.html>.

## 2005 SUMMER RESIDENTIAL GOVERNOR'S SCHOOL GENERAL PROGRAM INFORMATION

### INTRODUCTION TO THE PROGRAM

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#### Goal of the Summer Residential Governor's Schools

Virginia Summer Residential Governor's Schools provide opportunities in professional and university environments for gifted high school students from across the Commonwealth to explore academic and artistic challenges tailored to their aspirations, level of ability, and depth of experience. It is the goal of each Governor's School to provide opportunities for intellectual as well as social and emotional growth. In the company of dedicated, highly skilled professionals representing a variety of careers, students are encouraged to establish and fulfill their own academic goals. Social and emotional ties are also important outcomes of the Summer Residential Governor's Schools. Most former students emphatically state that forming new friendships was one of the most important things they gained from the Summer Residential Governor's School experience.

#### Purpose of the Academic and Mentorship Governor's Schools

The academic Summer Residential Governor's School programs provide intellectually challenging and enriching experiences within a community of mutual support, respect, and dedication for a limited number of academically/intellectually gifted, rising eleventh- and twelfth-grade high school students. Each college-based program provides an academically focused curriculum that integrates subject matter from a variety of disciplines around a series of generalizations, issues, and/or problems relevant to the overall theme selected by the school. Each mentorship program provides challenging work experiences around issues and/or problems relevant to the mentorship site.

#### Academic Programs

Students may only attend one program. Selected participants enroll in elective courses, seminars, and discussion groups at the sites. The curriculum includes small group discussions, lectures, classes, seminars, workshops, and independent study in a variety of topics from agriculture, humanities, mathematics, sciences, and technology disciplines.

- Agriculture (AG) (4 weeks) July 3 – July 30, 2005
  - Program begins at 2 p.m.
- Humanities (HUM) (4 weeks) July 3 - July 30, 2005
  - Program begins at 1 p.m.
- Life Sciences and Medicine (LS&M) (4 weeks) July 1 – July 29, 2005
  - Program begins at 12 p.m.
- Mathematics, Science and Technology (MS&T) (4 weeks) July 3 - July 30, 2005
  - Program begins at 2 p.m.

Humanities participants are housed at the University of Richmond with the participants from the Governor's School for Visual and Performing Arts. Mathematics, Science and Technology participants are housed at Lynchburg College. Agriculture participants are housed at Virginia Polytechnic Institute and State University (Virginia Tech). The Life Sciences and Medicine program is housed on the academic campus of Virginia Commonwealth University.

#### Mentorship Programs

Some students prefer to apply for one of the two mentorships available with the Summer Residential Governor's School. These programs offer individualized student assignment to one or more researchers, graduate students, or engineers at the two sites. Selection is based on the match between available mentors and the skills, interests, and experiences of the individual student.

- Governor's School for Engineering (NASA) (4 weeks) June 26 – July 23, 2005  
NASA/Langley Research Center Program begins at 3 p.m.

- Governor's School for Marine Science (VIMS)  
*Virginia Institute for Marine Science*

(4 weeks) June 26 – July 23, 2005  
Program begins at 3 p.m.

NASA and VIMS participants are housed at Christopher Newport University and transported to the mentorship sites daily.

### **Description of Governor's School Activities**

Participants in the Summer Residential Governor's Schools represent the diverse geographical areas of the commonwealth; however, they have in common their desire to explore academic pursuits at a level not typically available in the local school division. A typical student schedule involves concentrated study in a particular field during the day. Activities may include seminars, special interest groups, independent study, and laboratory or field/site work. Students in both small-group and individual activities share their investigations and research with university faculty, Governor's School faculty/staff, and fellow students. Evening activities include recreation, field trips, and special events such as concerts, lectures by visiting scholars, career information, dramatic productions, movies, student performances, or time to participate in informal discussions.

### **Additional Information on Governor's Schools**

The VDOE maintains a Web site with information on all Virginia Governor's Schools, at [www.doe.virginia.gov/VDOE/Instruction/Govschools](http://www.doe.virginia.gov/VDOE/Instruction/Govschools).

## **PROGRAM DESCRIPTIONS**

## **ACADEMICS**

### **Agriculture (AG)**

The Governor's School for Agriculture offers an interdisciplinary curriculum of issues, topics, and challenges pertinent to the field of agriculture in its broadest sense. The program emphasizes the use of field experiences to investigate and research diverse topics related to environmental implications, resource management, biotechnology, the political and economic implications of domestic and international trade, and the nature and structure of support systems within agribusiness. Students conduct field-based research using extensive contemporary data analysis and application methods. The program accepts a maximum of 100 students.

Students have access to a variety of innovative equipment, laboratories, and field sites at Virginia Tech and in the extended Blacksburg area. Resources from the agribusiness community are incorporated into field experiences and investigations. The primary goal of the agriculture program is to increase students' understanding and appreciation of the infrastructure and implications of Virginia's largest industry, its people, products, and opportunities. For more information, visit the Governor's School for Agriculture home page at <http://www.gsa.vt.edu>.

### **Humanities (HUM)**

The design of the Humanities program at the University of Richmond, in residence and curricular collaboration with the Governor's School for Visual and Performing Arts, offers broad-based, interdisciplinary courses related to the theme, "Journey Beyond." Coursework offers students a vehicle to explore the ways that modern society requires, encourages, and restricts individuals as they seek to realize their creative potential and to improve the future. Through the humanities program, students explore integrated disciplines in the arts, history, literature, philosophy, anthropology, political science, economics, sociology, psychology, and media.

Through readings, discussions, seminars, and lectures, students obtain better understanding of themselves, their future roles, and the effect of their voices on society and the world. The primary purpose of the Summer Residential Governor's School for Humanities is to provide an enriching, intellectual experience that stimulates gifted students to use their imaginations, and to think more creatively and productively about ways in which their individual pasts influence future culture and community development. Writing activities, group projects, guest speakers, and field trips serve to integrate knowledge from many disciplines to a greater extent than is typically found in traditional educational programs.

Humanities applicants should have a solid background in American history and literature. Approximately 200 students are accepted. For more information, visit the humanities home page at <http://www.richmond.edu/govschool/> or contact the Governor's School via e-mail at [govschool@richmond.edu](mailto:govschool@richmond.edu).

### **Life Sciences and Medicine (LS&M)**

Capitalizing on the latest developments in the life sciences and medicine, the Summer Residential Governor's School for Life Sciences and Medicine has been designed to heighten understanding and appreciation of the relationships among research in life sciences, clinical practices, and treatments in medicine. This residential program, housed on Virginia Commonwealth University's academic campus, accommodates 30 students. The revised format centers on the establishment of mentoring teams. Students' clinical and research interests are used to form research teams. Team members collaborate with a mentor high school science teacher, professors from the life sciences, and clinicians or researchers from a variety of laboratories and hospitals from VCU's medical college on the MCV campus.

The program emphasizes the multidisciplinary nature of modern medicine. The courses are organized around experiences that reveal how various fields of medicine and the life sciences provide essential information about a single "model" disease. The curriculum consists of academically challenging lectures provided by preeminent VCU clinical or research faculty, augmented with thought provoking clinical and research experiences. Students work with mentor teachers to complete Virginia Junior Academy of Science-quality research proposals to be presented at the end-of-program research symposium. A series of extra-curricular events including volunteering at MCV hospitals, career and personal development seminars, and diverse cultural and social activities enhance the students' learning experiences.

The types of students best suited for this program are those with an interest in science (biology/ life sciences, forensics, environmental science, chemistry, physics, and computer science) and curiosity about the effects science exerts on the fields of medicine. Students who remain undecided about a medical career are welcome as well as those who are confident that careers in medicine are part of their future. Through the planned academic and extra-curricular experiences, students experience the multitude of current and emerging career choices in the life sciences. Students with open minds about their career expectations often garner the most benefits from this program. This program is open to both rising eleventh- and twelfth-grade students. For more information, review the program's Web site: [www.vcu.edu/lifesci/centers/cen\\_lse\\_governors.html](http://www.vcu.edu/lifesci/centers/cen_lse_governors.html).

### **Mathematics, Science and Technology (MS&T)**

The program for Mathematics, Science and Technology at Lynchburg College provides students with broad interdisciplinary experiences designed to challenge students. The general goals of the school encourage students to explore "how science is done," to learn how science differs from other ways of knowing, to appreciate the effect science has on their personal understanding of the world, and to see how science affects the larger society. Approximately 200 students are accepted.

The program requires that students work in small groups, where they identify research or field projects, and design strategies to complete those projects. Results are shared in a series of science colloquia. Students also work in small groups to study and discuss the philosophy of science and the interplay between science and society. These groups prepare position papers addressing critical issues that they select for study. Each group shares its position in a "Symposium on Science and Society," which is a major part of the teacher recognition program. For more information, visit the Governor's School for Mathematics, Science, and Technology home page at <http://govschool2004.lyncburg.edu/> or contact the director via e-mail at [koger@lynchburg.edu](mailto:koger@lynchburg.edu).

## **PROGRAM DESCRIPTIONS**

## **MENTORSHIPS**

### **Engineering - NASA**

The Virginia Governor's School hosted at NASA/Langley Research Center is a residential summer program designed to provide challenging real-life work experiences for 12 intellectually gifted high school students.

**Students must be sixteen years of age by June 26, 2005, and citizens of the United States** in order to participate. Students are selected from among qualified candidates by the NASA coordinator and the site director.

Each student is paired with a NASA scientist or engineer who serves as a mentor and is responsible for designing engineering and/or research experiences with the student. The NASA coordinator carefully selects the NASA mentors on the basis of their ability to serve as positive role models, to develop engaging learning experiences, and their ability to relate to high school students. Mentors participate in orientation sessions in order to become acquainted with the dynamics and needs of gifted students. Mentors typically work in the following disciplines:

Aeronautical Engineering  
Mechanical Engineering  
Electrical Engineering

Computer Science  
Materials Science

Students work in labs and other facilities from 8:30 a.m. to 3:30 p.m. each day, five days each week throughout the four-week program. The site and program coordinators arrange special tours and lectures on a weekly basis in order to acquaint students many of the research facilities and activities at NASA/Langley Research Center. At the conclusion of the program, each student delivers an oral presentation about his/her work assignment. The audience for this presentation consists of the NASA mentors, NASA scientists and engineers, and other Governor's School students. In addition to the oral presentation, each student completes a research paper describing his/her work assignments for the four weeks.

### **Marine Science - VIMS**

The Virginia Institute of Marine Science (VIMS), the Graduate School of Marine Science of the College of William and Mary, fosters the study of biological, chemical, geological and physical oceanography, wetlands ecology, fisheries science, coastal law, marine resource management, and advisory services. Each summer, national and international graduate students and professors conduct field research studies in the estuaries, tidal basins, and Chesapeake Bay.

The VIMS program director and the site director select participants for the program; these students become members of one of the existing graduate school research teams. The team leader serves as the student's mentor. At the conclusion of the four-week program, each student delivers an oral presentation about his/her research activities. The audience for these presentations include the VIMS mentors and research staff, and other Governor's School students. The mentorship accepts a maximum of six intellectually gifted high school students.

Mentorship activities and responsibilities typically include the following: field and vessel work; collection, preparation and interpretation of data; library research; computer analysis; and laboratory studies. For more information, visit the VIMS Governor's School home page at <http://www.vims.edu/adv/gs/>.

**Students nominated for the NASA or VIMS mentorships** must be able to demonstrate that they have used a research design such as the one required for entries to the Virginia Junior Academy of Science (VJAS) or the International Science and Engineering (ISEF). Students are not required to have participated in those competitions; however, at least one teacher recommendation must include evidence that the student understands and has used a comprehensive research design consistent with VJAS/ISEF standards. Consult the following Web sites for more information about VJAS and ISEF, their research, components, or opportunities: <http://www.vacadsci.org/vjas-1.htm> or [http://www.nsf.gov/od/lpa/nsf50/nsfoutreach/htm/part\\_z2/part\\_sci.htm](http://www.nsf.gov/od/lpa/nsf50/nsfoutreach/htm/part_z2/part_sci.htm).

## **GUIDELINES AND EXPECTATIONS**

The program regulations conform to state policies and are designed to provide for the safety and well being of students. Such regulations are minimal - but they are both reasonable and in the best interests of the students.

### **Alcoholic beverages, drugs, smoking**

The *Code of Virginia* strictly prohibits possession or use of tobacco products, possession or use of alcoholic beverages (including 3.2 beer), and possession or use of non-prescriptive narcotic drugs (§4.1-305, 18.2-248, and 18.2-371.2 *Code of Virginia*).

Use or possession of any of the items listed above is grounds for immediate dismissal and students are subject to any additional consequences of these actions taken by the sponsoring school division or private school.

### **Attendance at class and other planned functions**

All participants are expected to attend all classes, complete all assignments, and participate in all activities planned for the program.

### **Curfew**

Curfew is 10:30 p.m., unless otherwise indicated by the program director. All students are to be in their rooms and **quiet by 11:00 p.m.** REMEMBER! The pace of the program is strenuous and adequate rest is important.

### **Damages**

Participants are responsible for the care and preservation of their rooms. All participants must respect the host school's property. Expenses for repairs/replacements are charged to the students causing the damage and their parents/guardians. Intentional damage to property may be grounds for immediate dismissal.

### **Displays of affection**

The only appropriate displays of affection are hugging or holding hands. Anything else is inappropriate and may result in dismissal.

### **Diversity**

The Virginia Summer Residential Governor's School program brings gifted students from across the commonwealth together to study, question, and discuss their perspectives on major aspects of life. The student body reflects the diversity and cultural heritage of Virginia. It is expected that students will respect each other, will understand and appreciate divergent points of view and culture, and will model tolerance in all dealings with fellow members of the Summer Residential Governor's School program.

### **Dress**

- Every day: Attire must be appropriate for the program site. The specific program director provides information regarding the appropriate attire for each program. NASA students typically dress more professionally for their work places. Other students may be more casually dressed in shorts and tennis shoes.
- Dress-up: Appropriate attire is needed for special occasions, such as recognition services, informal dances, and concerts.

### **Facilities**

- All participants reside in facilities assigned by the host institution, except in rare instances as determined by the director. Each student shares a room with another participant.
- Male and female participants are housed separately; however, in the mentorship programs students are housed on the same floor. Visitations between male and female students are permitted in specified, supervised locations and at specified times.
- Resident Advisors (RAs) are assigned to all student residential facilities. These adults live in the same dormitories as the students and provide supervision along with the teachers in the program 24 hours a day, seven days a week. RAs have two major responsibilities: (1) to assist participants in any way they can and (2) to maintain an appropriate student lifestyle.
- Security is provided at all times.

### **Honor**

Stealing, lying, and cheating are intolerable under any circumstances and will result in immediate dismissal.

### **Leaves-of-absence**

These programs are a twenty-four hour per day commitments. Participants must agree to remain at the Governor's School for the entire program. **Except for family or medical emergencies, no leaves-of-absence are permitted.** Requests to be absent, to arrive late, or to leave early for any reason other than medical or family emergencies are routinely denied. Schedule conflicts should be resolved before the student accepts an invitation to attend a Governor's School program. This policy has been strictly enforced, has been reviewed by the Superintendent of Public Instruction, VDOE, and it will continue to be enforced in 2005.

### **Online courses**

Students may not participate in online or distance learning classes during Governor's School programs. Conflicts with online courses must be resolved before the student accepts an invitation to attend a Governor's School program.

## Registration

All participants should report to their assigned Governor's School site by the time specified by the director and indicated on pages 3 and 4 of this document.

## Vehicles

Roller blades, skateboards, bicycles, motorcycles, cars, or other vehicles may not be brought on campus. Parent(s) or guardian(s) must bring students to the opening ceremonies. No student is to ride in a vehicle unless accompanied by his/her parent(s)/guardian(s) or by staff member(s) of the program. Written permission is required if a student is to spend parents' day with another family, to travel home after closing ceremonies with another family, or to attend religious services off-campus.

## Visitation

The Governor's School experience builds a close community of friends in a short time, and **independent visits from non-participants are prohibited**. A visit from family is permitted at a specified time, and friends may accompany the family for the visit.

## Weapons

Students may not bring weapons or look-alikes to the Summer Residential Governor's Schools. Such behavior will result in immediate dismissal. Laser pointers are included in this ban.

## Others

Participants will abide by all other rules and regulations specified by the program director.

## PROCESS FOR SELECTING NOMINEES

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### Eligibility - General Applicant Criteria

- Must be genuinely interested in attending the Governor's School and have the emotional maturity, stability, and self-discipline to live away from home for an extended period, and to make sound decisions about time and behavior management;
- Must **be a tenth- or eleventh-grade student** enrolled during the 2004-2005 academic year in a public or private high school in Virginia; be eligible for tuition-free attendance in Virginia public schools; or the applicant's parent(s) or guardian(s) resides in the Commonwealth of Virginia;
- Should rank at or above the 90th percentile on standardized, norm-referenced measures of ability and/or achievement (within the last three years); or rank within the top 10 percent of their class;
- Must have been identified or be eligible for identification for the division's gifted program. (See the 1996 *Virginia Plan for the Gifted* for a description of the areas of giftedness.);
- Must not be a current applicant to the 2005 Governor's Foreign Language Academy program;
- **Must not be a former participant in a Governor's Foreign Language Academy or Summer Residential Governor's School program.** A student who participates in an Academic-Year Governor's School or who has participated in one of the 20 Summer Regional Governor's Schools may apply; and
- May not have been suspended from school at any time for any reason.

### Eligibility - School Requirements

- Each public school division or private school must not discriminate upon the basis of religious conviction, race, gender, national origin, disability, or parent/guardian occupation. Applications for home-schooled students must be treated in a non-discriminatory manner. Applicants selected should reflect the racial and gender composition of the sponsoring division or school.
- Each Virginia public high school submitting applications for the school division nomination process must be accredited by the Board of Education of the Commonwealth of Virginia. Public schools currently listed as "Accredited with Warning" are eligible to submit students. Private schools must be accredited by an appropriate accrediting agency. Questions regarding a private school's eligibility should be addressed to the



Virginia Council for Private Education ([www.vcpe.org](http://www.vcpe.org)), which annually provides the VDOE with its list of accredited private high schools.

- Public school divisions must agree to pay the local share of the cost of the program, based on the locality's current ability-to-pay composite index. Private schools are responsible for the local share for their nominated students. The private school local share is 50 percent of the respective program tuition, which can be found on page 12 of this document.

#### **Submission of Nominees to the Department of Education**

- Public school students must be nominated by the superintendent of the division in which they attend school. Home-schooled students must be nominated by the division superintendent of the school division in which they reside. Private school students must be nominated by the regional committee serving the school they attend. Students who attend schools outside of the commonwealth but meet all other eligibility requirements should contact Barbara McGonagill ([bmcgonag@mail.vak12ed.edu](mailto:bmcgonag@mail.vak12ed.edu)) for nomination and submission information.
- All applicants must be numerically ranked by the submitting school division or by the private school region. The nomination form requires divisions and private school regions to indicate whether the ranking system used is based solely on student scores or if it is based on multiple criteria. Students may not share a rank.
- All applicants for selection must use the form provided by the VDOE. Applications become the property of the VDOE once they are submitted in February 2005.

- **Students may only apply for one program beginning in 2005.**

#### **Application**

- The original completed application, printed on white paper, for each nominee must be submitted to the VDOE. The 2005 application form has been substantively redesigned and division personnel are encouraged to review the entire application prior to its distribution to students.
- Each school division or private school must maintain a copy of a completed application for each nominee.

#### **Selection Process**

Each division and private school region is guaranteed one slot in the academics program (AG, HUM, LS&M, or MS&T). No slots are guaranteed for the NASA/VIMS mentorship programs.

Step I	Individual school applicants are identified.
Step II	Public school division/private school regional nominees are selected.
Step III	Applications of nominees are submitted to the VDOE postmarked by February 17, 2005, 5:00 p.m.
Step IV	Participants and alternates are selected and notified by the VDOE. Letters are mailed to specific people and nominees in each division/region by mid-April 2005.

Final selection of participants and alternates for the Summer Residential Governor's Schools is the responsibility of the VDOE.

#### **FREQUENTLY ASKED QUESTIONS and ANSWERS (FAQs)**

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##### **What are the academic and social expectations for students?**

Participants need to understand before they arrive that the primary purpose of the Governor's School is to offer them a challenging and enriching academic and social program. Each program includes clear academic expectations for students' homework assignments, papers, projects, and/or "work in progress" demonstrations. The majority of the student's day is structured with morning and afternoon classes, explorations, and evening events.

Students are expected to take responsibility for their own learning by being well prepared for and attending classes each day, completing assignments, and participating in group study and research. These programs expect students to be physically and mentally motivated to participate fully in both academic and social activities. Faculty and staff act as mentors, teachers, and resident advisors. All schools maintain a very low student-to-teacher ratio. However, programs are not able to make a one-to-one assignment of student to staff member. For that reason, students should be in good or excellent health, able to demonstrate necessary self-discipline, and if necessary, to self-medicate.

### **How is the program administered?**

The overall responsibility for the Summer Residential Governor's Schools rests with the VDOE. While the program is in session, the program and/or site director has the responsibility for operating the specific program. The director's responsibility is to provide a challenging academic program and to maintain an atmosphere conducive for participants to meet those challenges. Directors and staffs are dedicated to providing an educational opportunity for gifted students commensurate with the abilities and interests of those students. The directors and their staffs are eager to make students' experiences at Governor's School enjoyable and productive. Some of the faculty and staff are themselves former Governor's School participants.

### **What is the "typical" daily schedule?**

Each day is filled with diverse activities and, except for classes, schedules vary from day-to-day, as well as from program to program. A typical day begins with breakfast as early as 7:30 a.m. and concludes with 10:30 p.m. curfew. Evening and weekend activities include special programs such as concerts, lectures by visiting scholars, dramatic and musical productions, movies, and workshops.

### **Is there free time?**

A small portion of the daily schedule provides for free time when students may prepare work, read, write letters, do their laundry, etc. This time is limited, so students should be prepared to make the most of it.

### **What kinds of recreational and social events are planned?**

Many different recreational activities are provided in which students are expected to participate. Dances, picnics, athletic events, hikes, canoeing, variety shows, etc., are examples of the social events. Informal, small-group discussions are often found in progress during free time in the lounges or on the lawns. Host sites have been selected based on their ability to provide a variety of recreational activities. RAs typically assist student-athletes in their required training regimes. However, different athletic and recreation facilities are available at each site. Student-athletes are encouraged to contact the director to determine the kinds of training support available at the specific site.

### **Are there field trips?**

Various field trips may be planned to augment the artistic, academic, and cultural program. A computer class might visit a nearby computer center or company to explore changing hardware and software. A botany class might visit a forest or a research facility for field studies. Visits to the State Capitol and museums in the Richmond area are incorporated in to the humanities and arts program at the University of Richmond. Field trips may not be practical for all classes.

### **Are grades and credit granted?**

**Neither grades nor credit will be given.** Students receive certificates of commendation at the close of each program. Reports on individual student participation and course descriptions may be sent to the student's high school, as determined by the individual director. Copies of any reports are available from the student's high school guidance department in September following the student's participation in the program.

### **Who is eligible to attend these programs?**

The programs are structured to serve students who are highly able, well motivated, and who desire a challenging and rigorous summer experience. Students who are in the tenth or eleventh grade in school year 2004-2005 and who reside in the Commonwealth of Virginia are eligible to apply. They must be identified (or be eligible to be identified) as academically/intellectually gifted, and their overall achievement in schoolwork must meet application criteria. See pages 8-9 for additional criteria.

High school students may only attend one Summer Residential Governor's School or one Governor's Foreign Language Academy during their high school careers. Former statewide Summer Residential Governor's School or Governor's Foreign Language Academy participants **are not** eligible to attend a second residential program. Students who attend one of the 16 Academic-Year Governor's Schools or who have participated in one of the 20 Summer Regional Governor's Schools are eligible to attend a Summer Residential Governor's School. See pages 8-9 for more details on eligibility requirements.

### **How many students will the programs accommodate?**

Mentorship selections are very limited and are based upon the strength of the application and the availability of a mentor to match the student's particular area of interest.

AG	100 students	HUM	200 students	LS&M	30 students
MS&T	200 students	NASA	12 students	VIMS	6 students

### **What is the application process?**

Students should complete the academic application if they wish to attend one of the following programs: Agriculture, Humanities, Life Science and Medicine, Mathematics/Science/Technology, Engineering/NASA, or Marine Science/VIMS.

*\*The Visual and Performing Arts program has a separate application and timeline. Students should contact their guidance counselor for that application.*

Instructors, school representatives, or peers may identify students who are eligible to complete applications. Students may also identify themselves as eligible. Most students apply directly through their guidance counselor or the school's designated Summer Residential Governor's School coordinator. Some larger divisions hold intermediate screenings to narrow the pool of applicants to the divisions' quotas. The school division or private school region then selects its nominees from that pool of interested and qualified applicants. The completed applications for the nominated students, in rank order, are then forwarded to the VDOE. No application should be sent directly from a student to the VDOE; applications received individually and/or sent without the required nomination report cover page are returned immediately to the division/region gifted education coordinator.

### **Are these programs open to home-schooled students?**

Home-schooled students are welcome to apply. They must be nominated by the chief administrative officer of the school division in which they reside. Home-schooled students must submit a completed application to the principal of the appropriate high school in their division of residence. These applications then become part of the division's application and screening process.

### **Are these programs open to Virginia students who attend schools in other states?**

Students who attend private schools outside Virginia but whose parent(s) or guardian(s) resides in Virginia should contact Barbara McGonagill ([bmcgonag@mail.vak12ed.edu](mailto:bmcgonag@mail.vak12ed.edu)) for more information. It is imperative that these students make direct contact with the VDOE as soon as possible for consideration.

### **How will participants be selected?**

Students from public schools are nominated by division superintendents. Students from accredited Virginia private schools may be nominated by a designated regional committee.

Final selection is made by the VDOE, based on the strength of the application, school division/private school regional applicant ranking, and the needs of the program. Each school division and each private school region is guaranteed participation in at least one of the academic programs.

### **How will participants be selected for the mentorships?**

Final selection for mentorship participants is made by the program and site director and is based on the strength of the application, program needs, and the expertise of mentors available each summer. No individual or division is guaranteed acceptance in the mentorship program.

### **When and how will students be notified of the selection?**

In mid-April 2005, gifted education coordinators and private school regional coordinators are notified of the status of each nominated student; shortly thereafter, all nominated students receive letters regarding their status. The

VDOE requires that each school division and private school notify, in writing, each applicant who is not nominated that his/her application is not being forwarded to the VDOE for further consideration. This notification should clearly state that the applicant will receive no further communication regarding the program from VDOE.

### **Where does one find additional information about the Governor's School program?**

The gifted education coordinator in your school division, high school principals, heads of private schools, guidance counselors, or the VDOE can provide additional details about the programs. Most Governor's Schools have their own Web pages. [The NASA program does not have a continuously available Web site for security reasons.] Web addresses are correct at the date of the release of these applications. In case Web sites do not link, use the Summer Residential Governor's School link at

<http://www.doe.virginia.gov/VDOE/Instruction/Govschools>

and follow the link to the Summer Residential Governor's School page. Students to contact the director via e-mail as indicated on the Web page and in this document.

### **What is the cost to participants?**

The cost of tuition, room and board, academic field trips and other activities planned for the program are paid from state and local funds. The school division nominating a student stipulates its responsibility for the local share of the tuition. The school division's share is determined by the locality's current ability-to-pay composite index. Private schools are responsible for the local share of the tuition cost for their nominated students. The local share for private schools is 50 percent of the tuition cost. School divisions and individual private schools must stipulate their financial responsibilities for all of their nominated students.

Each student must provide his/her own spending money (approximately \$40-50 per week) and transportation to and from the program. In the event a student cannot afford these expenses, the school division or private school is encouraged to assist the student.

### **What tuition will be assessed for the 2005 programs?**

• Agriculture (AG)	\$2,000
• Humanities (HUM)	\$1,500
• Life Sciences and Medicine (LS&M)	\$1,750
• Mathematics, Science, and Technology (MS&T)	\$1,160
• Engineering/NASA	\$2,888

### **Where will participants be housed?**

Participants live in the facilities of the college or university that hosts the program, and meals are provided in the dining halls of the college or university.

### **Will recreational facilities be available to participants?**

Yes. Supervised recreational activities are available on a limited basis. All students are expected to participate. Not all colleges/universities offer the same athletic amenities. Students who need specific, continuous training activities or facilities should contact the program director or the VDOE to determine whether those facilities or opportunities are available. Student-athletes must be chaperoned during these activities and may not participate in training activities at local high schools.

### **What other services will be provided for participants?**

Professionally licensed guidance counselors are part of all Governor's School staffs. Some of these professionals live on-site during the program. Medical services have been arranged through local or college/university services. The Governor's School for Humanities and Visual and Performing Arts has a nurse on-site to accommodate the medical needs of its 400 students. Security, which is a major concern with the VDOE and the host site, is coordinated through the college/university security office. Accommodations are made for individuals with disabilities; please contact the VDOE for more information concerning those arrangements.

**Will participants be granted a leave-of-absence from the program?**

**No**, time is limited and sequential activities are planned for each day of the session, any absence significantly compromises the student's experience at the Governor's School. Students are expected to arrive **before the opening ceremonies (see pages 3-4) and to stay through the closing ceremonies**. During the session, the only leaves-of-absence considered are those for family or medical emergencies. In such cases, students may not leave and return without PRIOR approval of the program director.

**STUDENTS WHO ACCEPT INVITATIONS TO THE SUMMER RESIDENTIAL PROGRAM ARE AGREEING TO REMAIN AT THE GOVERNOR'S SCHOOL FOR THE ENTIRE SESSION. Students who have schedule conflicts are encouraged not to accept the invitation to attend, if they suspect that they will not be able to resolve the conflict in time to attend the program's opening ceremony, indicated on pages 3-4 of this document.**

**What are some of the responsibilities that participants assume?**

Participants must share in all academic and social activities planned for them. Participants must adhere to the rules and regulations as prescribed. Any infringement of these rules may result in the participant's immediate dismissal from the program and subsequent disciplinary action determined by the sponsoring school or school division.

**How should the parents/guardians of a homesick student react to the situation?**

Contact the director. Some students may not have spent extended time away from home before attending the Summer Residential Governor's School. The RA staff and director at each site are trained to work with these students to help them become more confident and more engaged. Parents/guardians are requested to encourage the student to contact his/her RA, the program counselor(s), his/her teachers, or the director.

**STUDENT APPLICATION INFORMATION**

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The next pages contain the academic application that must be completed to apply for an academic Summer Residential Governor's School. Students must complete all parts that are relevant to the program selected. The completed document, and supporting recommendations, must be returned to the school counselor or head of school by the date published by each school/division and indicated on the first page of this application. The application includes information sheets to be given to the two teachers from whom the student is seeking recommendations. Teacher recommendation rating scales and narrative pages can be obtained from the Web site. Students should record the names of teachers A and B on the information page for the guidance department. The teacher asked to complete Teacher A Recommendation should be an academic teacher in a class that closely relates to the student's field of interest. For example, AG, LS&M, or MS&T applicants should request a recommendation from their highest-level agriculture, mathematics, or science teacher. HUM students should request a recommendation from the highest-level language arts or social studies teacher. Recommendation B may be completed by any teacher or by an adult sponsor with whom the student has worked on a project related to his/her field of interest.

Applications for nominated students must be mailed to the VDOE, postmarked by February 17, 2005, 5:00 p.m., along with the signed cover page from the Summer Residential Governor's School Nomination Report. The Summer Residential Governor's School Nomination Report must be submitted electronically via the VDOE's secure Web site by February 17, 2005. Documents postmarked after the deadline are returned to the division or private school regional coordinator.

**Applicants - Please honor the dates that are established by your school division or private school headmaster. Do not send applications directly to the VDOE. The VDOE does not override the decisions made by the school division or the private school regional committees.**

Please read the attached 2005 Summer Residential Governor's School General Program Information (pages 3 – 14) before proceeding.

SUMMER 2005 ACADEMIC AND MENTORSHIP APPLICATION

☒ I attend ☐ Public School ☐ Private School ☐ Home School

**APPLICANT INFORMATION:** Provide all requested information.

Personal Information				
First Name		Date of Birth		
Middle Name		Nick Name		
Last Name				
Home Address				
City		Virginia	ZIP+4	
Home Phone	xxx-xxx-xxxx	Home e-mail		
High School Information				
High School				
School Address				
City/State/ZIP				
Telephone	xxx-xxx-xxxx	FAX	xxx-xxx-xxxx	
Public School Students Only				
Division Name		School Division Number (DOE Code)	xxx-xxxx	

**DEMOGRAPHIC INFORMATION:** Place an X in the appropriate box.

Mark	Race/Ethnic Background	Mark	Gender
	Native Hawaiian		Female
	White (Not Hispanic)		Male
	Hispanic		
	Black (Not Hispanic)	Mark	Graduation Year
	Asian/Pacific Islander		2006
	American Indian/Alaskan Native		2007
	Unknown/Unspecified		

**PROGRAM CHOICE:** Mark only **one** choice.

Mark	Program	Mark	Program
	Agriculture		Math, Science and Technology
	Humanities		Engineering/NASA
	Life Sciences and Medicine		Marine Science/VIMS

**STUDENT STATEMENT:**

THE DECISION TO APPLY FOR GOVERNOR'S SCHOOL IS MY OWN. I WANT TO PARTICIPATE FULLY IN THE PROGRAM. IF SELECTED, I WILL ABIDE BY THE REGULATIONS EXPLAINED IN THE PROGRAM DESCRIPTION AND ALL OTHER EXPECTATIONS PROVIDED BY THE PROGRAM DIRECTOR. THE RESPONSES CONTAINED IN THIS APPLICATION ARE MY OWN WORK.

SIGNATURE OF APPLICANT

DATE

**FOR OFFICIAL USE ONLY BY GIFTED EDUCATION COORDINATORS: Indicate student's score and rank.**

Score \_\_\_\_\_

Rank \_\_\_\_\_

<b>Applicant's Full Name</b>	
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**INFORMATION ON THIS PAGE MUST BE COMPLETED BY ALL APPLICANTS.**

#### PARENT/GUARDIAN INFORMATION

With whom does the student reside? Mark one: ☐ Parent(s) ☐ Guardian

Parent/Guardian Information			
Last Name			
First Name			
Home Address			
City		Virginia	ZIP+4
Employer			
Telephone (Work)	xxx-xxx-xxxx	Telephone (Home)	xxx-xxx-xxxx
Health Insurance Information			
Provider		Policy Number	
Provider Address			
Provider Telephone	xxx-xxx-xxxx		

#### ALTERNATE EMERGENCY CONTACT INFORMATION

(THIS PERSON MUST BE AVAILABLE THROUGHOUT THE DATES OF THE PROGRAM)

Alternate Emergency Contact Information			
Last Name			
First Name			
Relationship to Student			
Telephone (Work)	xxx-xxx-xxxx	Telephone (Home)	xxx-xxx-xxxx

Applicant's Full Name	
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**INFORMATION ON THIS PAGE MUST BE COMPLETED BY ALL APPLICANTS.**

**CAREER HIGHLIGHTS: ACTIVITIES, RESEARCH AND HONORS**

*In the three sections that follow, list accomplishments that highlight positions of leadership or activities that take place/are completed outside the school curriculum. Higher scores are awarded to activities/programs in which you held a position of leadership, and to research/study experiences associated with and/or presented to extra-curricular clubs, community groups, national organizations, state or national competitions, etc.*

**Activities/Programs**

List the three most significant activities/programs in which you have participated during the past three years that **relate to your area of interest**. If necessary, include the purpose of the organization, sponsoring agency, or group. Also, describe the time involved and any leadership position you have held. Under "Year" indicate the calendar year of the training or activity. **If you need more space, attach a second sheet.** Please explain any acronyms.

Activity and Organization	Position Held	Time Involved	Year
<i>Example: Mu Alpha Theta</i>	<i>Vice President</i>	<i>6 hours/week</i>	<i>2004</i>
1.			
2.			
3.			

**Research/Study Experiences**

List the three most significant research/study experiences you have had in the past three years that **relate to your area of interest**. Make sure you include the name of any groups, organizations, or individuals with whom you studied. Students applying for NASA, VIMS should indicate their participation in scientific research activities, at least at the local level such as VJAS or ISEF. **If you need more space, attach a second sheet.**

Study/Brief Description	Teacher	Organization	Time
<i>Example: VJAS project to consider the consequences of fertilizer run-off on the New River</i>	<i>John Logan, Biology</i>	<i>Blacksburg HS</i>	<i>2 semesters, 2003-04</i>
1.			
2.			
3.			

**Honors/Recognitions**

In this section, please list the three most significant honors/recognitions you have received in your area of interest.

Honor/Recognition	Level of Competition – regional, state, national, international	Year
<i>Example: Distinguished Scholar, Essex County Kiwanis Club</i>	<i>Local</i>	<i>2004</i>
1.		
2.		
3.		



Applicant's Full Name	
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**INFORMATION ON THIS PAGE MUST BE COMPLETED BY ALL APPLICANTS.**

**ACADEMIC ESSAY TOPIC**

Students must answer **one** of the questions indicated below. The essay should be 300-500 words (approximately two pages of double-spaced 12-point type, with a 1" margin on each side). Include your name in the upper right-hand corner of each page of the essay. Students should review the rubric on this page and consider each of the areas carefully as they proofread and edit their essays. Students may seek advice from the appropriate teachers as they draft and revise their essays. Students are asked to number the pages 18a and 18b and place them in the final academic application after this page.

**Background Information:** Since 1973, the Summer Residential Governor's Schools have allowed more than 15,000 students to work together in areas for advanced studies and to form a community of intellectual learners. That community is composed of specifically selected students from across the state and teachers from across the nation and the world who share similar academic abilities and similar interests in a specific area such as agriculture; humanities; engineering; life sciences and medicine; math/science/technology; or marine science. For four weeks, these talented individuals come together for one purpose - to think deeply, inquisitively, and creatively about the things that matter most to them. What results is an amazing family of friends and intellectual colleagues. Use this information to assist you in answering ***any one*** of these questions.

Composition	2	3	4
Central Idea	Unclear	Weak	Strong
Elaboration	Seldom	Some	Appropriate
Organization	Random	Lapses	Logical
Unity	Many digressions	Some digressions	Unified
Voice	Absent	Weak	Controlled
Usage/Mechanics	0	1	2
Sentence Structure	Weak	Some variety	Varied
Usage	Incorrect	Some incorrect	Consistently correct
Mechanics	Incorrect	Some incorrect	Consistently correct

Based on the Virginia SOL Writing Test Assessment Rubric

- As the United States representative to an international council, you have the unique opportunity to speak before the body as it drafts a strategic plan to address major problems confronting humanity in the 21<sup>st</sup> century. As the first speaker, your speech may well set the tone for the direction of the international strategic plan. (1) What do you see as the most critical problem/issue facing humanity? (2) Briefly describe how would you recommend the council proceed to solve the problem. (3) Present your case and reasoning. Encourage the council to anchor its attention to your critical issue first in its strategic plan.
- H.L. Mencken, noted 20<sup>th</sup> century author and newspaper columnist, once remarked that "For every human problem, there is a neat, simple solution; and it is always wrong." Choose one contemporary problem/situation and argue the **merit or the inaccuracy/inadequacy** of Mencken's observation. If you believe Mencken was wrong, offer your own maxim.
- The year is 2035 and you have achieved a major portion of your professional and personal goals. You have the opportunity to speak to the Virginia General Assembly as it considers a major funding increase to continue its support of the seven Summer Residential Governor's Schools. You have been selected by the Summer Residential Governor's School Alumni Association to speak to that body. Your speech should explain what the Governor's School experience meant to you both professionally and personally.

<b>Applicant's Full Name</b>	
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**INFORMATION ON THIS PAGE MUST BE COMPLETED BY NASA, VIMS, AND LS&M APPLICANTS ONLY.**

**MENTORSHIP STATEMENT OF INTEREST**

Final selection of mentorship participants is made by the program and/or site directors and is based on the strength of the application, program needs, and the availability of mentors.

Please indicate if you have worked with a mentor during your high school experience. ☐ Yes ☐ No

With whom do/did you work?	
Where do/did you work?	
For how long have you worked with this mentor?	

**NASA Program** - Indicate your first and second areas of interest in the space below. **Students must be 16 years of age by June 26, 2005,** and be a citizen of the United States.

Rank	Mentorship Focus	Rank	Mentorship Focus
	Aeronautical Engineering		Materials Science
	Computer Science		Mechanical Engineering
	Electrical Engineering		

**VIMS Program** - Indicate your first and second areas of interest in the space below.

Rank	Mentorship Focus
	Biological Oceanography/Fisheries Science
	Chemical Oceanography
	Geological Oceanography
	Physical Oceanography
	Wetlands Ecology, Environmental Science, Coastal Law, Marine Resource Management, Advisory Services

**Mentorship Statement to be completed by NASA/VIMS Applicants Only**

Write a brief statement describing what you hope to acquire through this mentorship experience. Indicate special interests or projects including those for the Virginia Junior Academy of Science (VJAS) or the International Science and Engineering Fairs (ISEF) in which you have participated. Please indicate topics or questions that you would like to have an opportunity to research. Incorporate topics you might study, questions that you might want to research, and your future goals that relate to the mentorship. Attach your answer behind this sheet and number it 19a. The program director uses this information to place you with the most appropriate mentor.

**Governor's School for Life Sciences and Medicine (LS&M)**

Participants work in mentorship teams, assembled around students' clinical and research interests. Additionally, this information is used to match students with individual researchers or clinicians for short-term areas of concentration experiences. Please indicate your **first**, **second**, and **third** choices for your clinical **and** your basic research.

Rank	Clinical Experience	Rank	Basic Research Experience
	Emergency medicine		Bioinformatics
	Infectious disease		Biotechnology
	Internal medicine		Ecology/environmental life sciences
	Oncology		Forensic sciences
	Psychiatry		Molecular and cellular biology
	Surgery		Proteomics

Applicant's Full Name	
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**INFORMATION ON THIS PAGE MUST BE COMPLETED BY ALL APPLICANTS AND PARENT/GUARDIAN.**

**APPLICANT AND PARENT/GUARDIAN ASSURANCES**

I, the parent/guardian of \_\_\_\_\_, permit him or her, if selected, to participate in the 2005 Summer Residential Governor's School. I realize that transportation to and from the School and money (approximately \$40-50 per week) for personal expenses must be provided by the participants. I understand that if selected for the program, he or she will abide by the guidelines and expectations set forth for the school, including **NO LEAVES-OF-ABSENCE EXCEPT IN CASES OF MEDICAL AND/OR FAMILY EMERGENCIES.** I understand that failure to participate in the programs, or unwillingness to abide by the guidelines and expectations, may be just cause for immediate dismissal of any participant who commits such an infraction. I grant permission for a transcript of my son's or daughter's secondary school record to be sent to the public school, public school division, or private school regional selection committee and to the VDOE or the Governor's School director, if requested. I give permission for him/her to participate in all officially recognized Governor's School activities.

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SIGNATURE OF PARENT/GUARDIAN

DATE

Both student and parent/guardian must initial after having read the following assurances. These constitute the expectations of students who accept invitations to the Summer Residential Governor's School Program.

Student Initial	Parent/Guardian Initial	Statement
<input type="text"/>	<input type="text"/>	♦ I understand that no leaves-of-absence are granted for invitees except in the case of medical or family emergencies. Invitees are expected to arrive at the site by the opening ceremony (indicated on pages 3 and 4 of this application) and remain at the site through the closing ceremony.
<input type="text"/>	<input type="text"/>	♦ I understand that the programs require concerted academic focus, preparation, and motivation from all invitees and that invitees are expected to demonstrate the emotional maturity and self-discipline to participate in the activities.
<input type="text"/>	<input type="text"/>	♦ I understand that invitees will be expected to follow the guidelines and expectations on <u>pages 7 and 8</u> and any other instructions provided by the program director. These guidelines and expectations have been thoroughly read and are understood.
<input type="text"/>	<input type="text"/>	♦ I understand that each nominee and division gifted education coordinator/private school region coordinator will be mailed acceptance and alternate information mid-April 2005 and that no information will be available before that date.
<input type="text"/>	<input type="text"/>	♦ I understand that invitees will manage themselves physically, mentally, and emotionally in such a way as to participate fully in all activities and to demonstrate respect for self, others, program, and school.
<input type="text"/>	<input type="text"/>	♦ I understand that possession or use of controlled substances such as tobacco, alcohol, or non-prescription drugs will result in invitee's immediate dismissal from the program and that invitees are also subject to any disciplinary action that the sponsoring school division or private school chooses to invoke.
<input type="text"/>	<input type="text"/>	♦ I understand that previous attendees of any Summer Residential Governor's School program (including Governor's Foreign Language Academies) may not apply for or participate in the Summer Residential Governor's School program; the applicant is not applying for a 2005 Governor's Foreign Language Academy

<b>Applicant's Full Name</b>	
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**INFORMATION ON THIS PAGE MUST BE COMPLETED BY ALL APPLICANTS.**

**ACADEMIC TEACHER RECOMMENDATION A**

Teacher's Name	
SRGS Program Area	
Completed Form Returned To	
Completed Form Returned By	

I would appreciate your recommendation for the indicated 2005 Summer Residential Governor's School program. The application requires that Teacher Recommendation A be obtained from a content area teacher directly related to the program for which I am applying.

All information and needed forms to complete Academic Teacher A Recommendation are located at the following Web site:

[www.doe.virginia.gov/VDOE/Instruction/Govschools/SRGS](http://www.doe.virginia.gov/VDOE/Instruction/Govschools/SRGS)

Please save "Academic Teacher A Recommendation" to your computer and close the Web site. Please insert my name in the area "Applicant's full name." Using the excel application, you will be able to complete your recommendation on the form provided.

The rating scale asks you to rate me on a variety of characteristics on a scale of 0, 1, or 2. The form has been set up to total the figures automatically. It will not accept decimal entries.

You may key your written response directly into the narrative page. Please print and sign both pages and turn both of them in as indicated in the information at the top of this page.

Thank you for your support with my application.

<b>Applicant's Full Name</b>	
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**INFORMATION ON THIS PAGE MUST BE COMPLETED BY ALL APPLICANTS.**

**ACADEMIC TEACHER RECOMMENDATION B**

Teacher's Name	
SRGS Program Area	
Completed Form Returned To	
Completed Form Returned By	

I would appreciate your recommendation for the indicated 2005 Summer Residential Governor's School program. The application allows any content area teacher or program sponsor to complete Teacher Recommendation B.

All information and needed forms to complete Academic Teacher B Recommendation are located at the following Web site:

<http://www.doe.virginia.gov/VDOE/Instruction/Govschools/SRGS>

Please save "Academic Teacher B Recommendation " to your computer and close the Web site. Please insert my name in the area "Applicant's full name." Using the excel application, you will be able to complete your recommendation on the form provided.

The rating scale asks you to rate me on a variety of characteristics on a scale of 0, 1, or 2. The form has been set up to total the figures automatically. It will not accept decimal entries.

You may key your written response directly into the narrative page. Please print and sign both pages and turn both of them in as indicated in the information at the top of this page.

Thank you for your support with my application.

Applicant's Full Name	
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**INFORMATION ON THIS PAGE MUST BE COMPLETED BY ALL APPLICANTS AND PROVIDED TO THE HIGH SCHOOL GUIDANCE DEPARTMENT AS SOON AS POSSIBLE.**

**SIGNATURES AND SCORES INFORMATION PAGE**

I am applying for the 2005 Summer Residential Program for *Insert program name here.*

I have asked the following teachers to complete recommendations for me:

Teacher A	
Teacher B	
Recommendations Due By	
Student Completed Pages Due By	

I have asked them to complete the information available on the Web site and provide it to the guidance department by the date indicated above.

Please complete the signatures page and the scores page to include in my application. Those documents are available at the following Web site:

[www.doe.virginia.gov/VDOE/Instruction/Govschools/SRGS](http://www.doe.virginia.gov/VDOE/Instruction/Govschools/SRGS)

I understand that I must complete pages 15 – 21 and return them to the guidance by the date indicated above.

Thank you for your support with my application.